

GUIDELINES FOR ELECTRONIC BRAILLE
TRANSCRIPTION.

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GUIDELINES FOR ELECTRONIC
BRAILLE TRANSCRIPTION
1983

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Foreward

These guidelines are for the specific purpose of using electronic braille systems to transcribe textbooks. They are an essential first step toward uniformity of format and technique in this new and exciting electronic advancement.

A cassette braille tape which accompanies these guidelines demonstrates the techniques for Rules VI, VIII, XII, XIII and XVII. Appendix F is the print copy of materials used on the Examples of Applications cassette.

The transcriber is encouraged to also refer to the numerous examples contained in the codes available for literary and textbook transcription when questions arise during the transcription process.

It is recognized that the following guidelines are far from a finished product. However, they should serve to ensure consistency in the production of braille cassettes. In addition, the transcriber needs to be thoroughly familiar with the instruction manual for the system which he/she is using. Careful study and a constant awareness of the application of these rules will lead to more effective and efficient uses in the future.

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RULES FOR THE TRANSCRIPTION OF TEXTBOOKS

General Principles

A. All transcriptions should conform to the rules and usages provided in the latest revisions of the official braille codes, except as modified herein.

English Braille, American Edition

Code of Textbook Format and Techniques, 1977

Nemeth Braille Code for Mathematics and Science Notation

Provisional Braille Code for Computer Notation

Revised International Manual of Braille Music Notation

B. No book should be transcribed without being completely pre-examined for special problems which should be structured before starting the transcription.

C. Any wording added to the text by the transcriber should be treated as a transcriber's note. With three exceptions (see Rule II, Section 8.c.; Rule III, Section 11.c.; Rule XII, Section 30.b.(2)), these should be inserted before the material to which they apply.

D. Where, in paper braille, indentation, skipped lines, etc., are used, in cassette braille, the paragraphing technique will be utilized.

1. VersaBraille provides a paragraph "chord" which produces a 4 cell braille symbol: (ed)p spaced before and after.
2. All references to indentation will be omitted in these guidelines, as they do not apply to cassette braille.
3. Generally, skipped lines in print should also be ignored. Where it is deemed necessary to indicate skipped lines, use two unspaced (er) symbols. This construction should be spaced from surrounding text.

NOTE: The (er)(er) does not need to be used where headings, directions, etc., are already indicated by an (ed)p. The (er)(er) should be used to indicate a complete break in thought, and following text which is followed by "Discussion," "Review," or other exercise material. Since poetry ends with (ar)(ar), there is no need to also use (er)(er).

E. All references to braille page numbers are omitted, as the cassette machines used provide their own machine systems for numbering braille "pages."

1. VersaBraille provides 1000 character segments which are called pages.
2. The transcriber is to keep track of the print location at the top of each of these tape pages.

F. Naming Machine Chapters

1. The print page number shown in the print table of contents is the name of a machine chapter.

- a. Enclose the print page number in the print page indicator grouping symbols. (See Rule I, Section 1.a.(1).)
- b. Two or more entries listed in the print contents for the same page would be identified by alphabet letters preceding the page number.

NOTE: At no other time would a chapter be named, for example, a 57 instead of 57.

2. Combining print contents entries.

- a. If a print contents has separate page listings for major units of material but no text appears there, do not enter these as machine chapters.

Example:

Unit One - - - - - page 1

Chapter One - - - - - page 2

- b. See Rule II, Section 9.b.(2) for transcription procedures regarding print table of contents.

G. In order to insure that no syllable will be divided within itself, when a word requires more than the 20 unspaced cells, see Rule XIX, 42.d.

GENERAL RULES

Rule I

Section 1. Page Numbering

- a. Print Page Numbering. For the information of the student, it is important to indicate where each print page begins.

- (1) The print page number should be the first thing shown on each tape page. The print page indicator (two-cell braille symbol, dot 5, dots 2-5) should be given first, followed immediately by the

number sign, the page number, then repeated after the page number. (See (3) below for continued print page numbers on succeeding tape pages.) After the closing print page indicator, leave a space.

- (2) Tape page #1 of each machine chapter should commence with the print page number on which that machine chapter begins. No letter is to be used with this print page number, even though the text may not start at the top of the print page.
- (3) When a print page is continued on one or more tape pages, succeeding tape pages are numbered, e.g., 55, a55, b55, each one enclosed within the print page indicator.
- (4) When a print page ends near the end of a tape page:
 - (a) If there is no new heading at the top of the new print page, show the new print page number as in (1), and continue transcribing, but not unless there is room for at least 40 cells of text on that tape page for the new print page material.
 - (b) If there is a new heading at the top of the new print page, go to a new tape page unless there is room for the new heading AND 40 cells of text.
- (5) If a new print page starts within a tape page, leave one space after the last symbol on the completed print page; enter the new print page number (with its indicator - see (1) above); leave another space, and resume text.
- (6) Print page numbers should be shown on all pages which carry such numbers, regardless of their position in the text, including (but not limited to) title pages, contents pages, etc.
- (7) When one or more print pages have only the heading(s) for the text title, part, unit, chapter, etc., such heading(s) should be placed on one tape page and be followed by the text. In such cases, the combined print page number should be inserted, the last one indicating the print page on which the text actually begins. When blank pages, or full pages of illustrations which are to be omitted from the braille transcription, are included in the print page number count, their page numbers should be combined with the print page number that follows; e.g., 20-24.

- (8) Unnumbered or Roman numeral pages which appear at the back of a print text should be numbered as follows:
- (a) If these pages are numbered with Roman numerals in print, follow copy.
 - (b) If these pages are unnumbered, number each tape page consecutively. These pages should be numbered beginning with Arabic 1 for each unnumbered section, and should be preceded by identifying initials, such as g1, g2 for glossaries, etc. They should also be enclosed in the print page indicator, even though they do not relate to the actual print pages.
- (9) Material which appears inside the front and/or back cover(s) of a print text should be treated as follows:
- (a) If such material contains no information of value to the reader or if the information is included in the body of the text, it should be ignored.
 - (b) When such material contains supplementary information or if reference is made to it in the body of the text, this material should be included. Place it in the transcriber's pages at the beginning of the first track. See Rule II, Section 3.

Section 2. Quoted Matter, Attributions.

- a. Quoted matter which is set off from the body of the text by blank lines, quotation marks, change of margin, and/or change of typeface in print should be presented as follows:
 - (1) Use normal paragraphing.
 - (2) Retain quotation marks.
 - (3) Ignore special typefaces unless necessary for distinction or emphasis.
 - (4) Insert quotation marks if necessary.
- b. Attributions. Space one cell after the completion of the material preceding the attribution. Insert a dash and give the attribution immediately following the dash. If other material follows immediately on the same page, be sure to paragraph before the material.

Rule II

PRELIMINARY MATERIAL

Section 3. Order of Preliminary Chapters: Note: Each preliminary section, e.g. title page, transcriber's note page, etc., will be a new machine chapter.

- a. Print pages will appear in the order in which they appear in print, with transcriber's pages inserted following the title page(s).
- b. Transcriber's pages are:
 - (1) Transcriber's notes - every track. (See Rule II, Section 8.)
 - (2) Special braille symbols - every track.
 - (3) Material from inside covers - first track only.
- c. Preliminary chapters:
 - (1) Title page: first track of the first cassette. An abbreviated title page on the second and subsequent tracks. See Section 4.a. (4).
 - (2) Transcriber's Notes.
 - (3) Special symbols used on this track.
 - (4) Material from inside covers, end flaps, etc. - first track only.
 - (5) Preliminary print pages. All print pages appearing before the first page of text are to be presented in the order in which they appear in the print book - first track only.
 - (6) Print contents - complete on track 1 - partial on all other tracks.

Section 4. Title Pages. All title pages should contain the following minimum information in the order given.

Title (with number or name of the edition, if given in print) and grade level (if shown in print; this would include print showing grade level on the spine in some sort of code).

Subtitle (if any) or name of series.

Author(s) with degree(s), affiliation(s), title(s).

Publisher's permission, with first or principal address, city and state of publisher, copyright date(s).

Copyright dates and copyright owners if different from publisher.

Name of transcriber, year of transcription, organization affiliation, if any, and city and state.

Number of tracks and if appropriate, paper braille reference volumes.

Individual track number.

Inclusive print pages on that track.

a. General format for title pages:

- (1) Double cap the title of the book and the author name(s).
- (2) Follow print capitalization for the rest of the information.
- (3) Paragraph each section of title page information. Separate sub-items within each section by the use of semicolons. End each section with a period.
 - (a) Title sections will include title, subtitle, grade level, edition, series.
 - (b) Author section will include author's name(s), degrees, affiliations, etc.
 - (c) Publisher and copyright section.
 - (d) Transcriber section.
 - (e) Track information section.
- (4) Abbreviated title page.
 - (a) Title section.
 - (b) Transcriber section.
 - (c) Track information section.

b. All references to the following should be omitted from the braille transcription:

- (1) Names and information about print illustrators.
- (2) References to grades of braille or special braille codes.

c. For the writing of foreign language title pages, see Appendix E.

d. The page or pages immediately following the title page should, if necessary, be a "continuation" of the title page - copyright, author, etc., information which did not fit on the title page.

Section 5. Acknowledgements should be placed in the same sequence as in print.

Section 6. Dedications should be placed in the same sequence as in print.

Section 7. Transcriber's Notes. Whenever a special braille format or usage not covered by this code is used throughout a transcription, it must be explained on a

tape page headed "TRANSCRIBER'S NOTES" at the beginning of each track in which it appears.

- a. The first section in Transcriber's Notes is to be headed Electronic Braille Symbols. When appropriate, include and define:

- (1) (5, 2-5) enclosure symbol for print page numbers.
- (2) (ar) to begin each poetry line, spaced before and after.
- (3) (ar#) numbered line poetry indicator.
- (4) (ar)(ar) end of poetry indicator.
- (5) (er)(er) blank line and/or end of selection indicator.
- (6) tp tape page.
- (7) mc machine chapter.

Following this category, include the usual transcriber's notes, such as illustrations omitted, etc.

- b. If a special braille format or usage which requires explanation is used only occasionally in a transcription, a transcriber's note should be inserted before the text to which it applies. This note should be preceded by the paragraph symbol, then a space, then the transcriber's note symbol (dots 6, 3) then the message, followed unspaced by the termination sign, dots 6, 3. This symbol is to be considered a lower sign and so should not be in contact with any whole-word lower sign contraction.
- c. When an individual print symbol or term requires a brief identification or description, it should be handled the same as in b. above, but right after such a term or symbol.
- d. When, in print, the text is interrupted by at least a FULL PAGE of explanatory or supplemental material, the transcription of the text should not be terminated. A transcriber's note is to be inserted telling that these additional materials will be placed at the end of the machine chapter and giving the tape page on which they begin.

Section 8. List of Special Braille Symbols. Special braille symbols used in a transcription must be listed in the transcriber's pages in each track in which they occur. These symbols include, but are not limited to, foreign-accented letters, diacritics, phonetics, shape indicators, and any symbols substituted or devised for a particular purpose.

- a. The special symbols listed should begin as a new machine chapter. "Special Symbols Used on This Track" is the first thing to appear on this page.
- b. Paragraph each entry or each category, as the case may be.
 - (1) If there are no categories, paragraph each entry.
 - (2) If there are categories, paragraph the categories and separate each entry within each category with a semicolon.
- c. Each special braille symbol should be followed by one blank cell, and then by its meaning according to the wording in the text. If the text does not explain a symbol, give its name and/or describe its print shape.
- d. In the initial display of the special symbol, a single letter, a modified letter, or any combination of letters should not be preceded by a letter sign.
- e. In the explanation of these symbols, a single letter, a modified letter, or a combination of letters which corresponds to an English contraction or a short form word does require a letter sign.
- f. When a listed symbol contains only right-hand or only lower-cell dots, the dot numbers, enclosed in parentheses, should follow the symbol.

Section 9. Print Contents.

- a. The complete table of contents for the entire book should be included on track 1. If it is possible to show tracks, see 9.e. below. Each subsequent track should give only the portion of the contents contained on the track.
- b. To transcribe a table of contents:
 - (1) Precede each entry, for which a page number is given, with a paragraph symbol. Use an (ed)p for unit headings, etc., when no page numbers are shown in print.
 - (2) When a Unit heading with a print page number is followed by a chapter heading with a print page number and no text appears on the unit page listed, write the unit heading, but omit the print page number. (See General Principles F.2.)
 NOTE: The combined print page numbers should be shown at the beginning of tape page 1. of that machine chapter.
 - (3) Follow print capitalization in the body of the contents.

- (4) Leave one space after the identifier and the title, the word "by" followed by author, if appropriate, then give the print page number according to Rule I, Section 1.a.(1).
- (a) If there are no subheadings or subsequent information associated with the heading just given, paragraph and proceed to the next entry.
 - (b) If there is subsequent information or subentries without page numbers, put a semicolon after the page number of the entry and proceed with the subsequent information/
subentry.
 - (i) If the subentry/subsequent information has no final punctuation associated with it, place a semicolon between these items.
 - (ii) If the subentry/subsequent information has final punctuation associated with it, follow print.
- c. If it is necessary to end a track in the middle of a unit, part, and/or print chapter, the table of contents of the following track should repeat the heading of the main unit, part, chapter, etc., followed by "(cont.)" after the last item only. The print page on which the new track begins should be given, together with its identifying letter, if any.
- NOTE: Never change tracks within a machine chapter.
- d. If material from the back or some other part of the print book, such as word lists, notes, etc., is transposed to another part of the braille text, these pages should be listed in the table of contents of the track where they appear, and their print page numbers should be shown. These page numbers should also be included on the title page.
- e. If it is possible to indicate the exact contents of each track when preparing the complete table of contents on the first track, paragraph "Track One", "Track Two", etc., before each contents segment on the track.

Rule III

ILLUSTRATIONS

Section 10. General. If the illustrations are necessary to understanding of the text, a paper Braille supplement should be prepared. The title chapter of each cassette should refer to the existence of this supplement. (In — cassettes and — volumes.)

- a. If an illustration or its caption (i.e., the title and any statement attached thereto) contains no information of value to the braille reader or if the information is included in the body of the text, it should be omitted.
 - (1) When all the illustrations or all of a particular type of illustration in a text are to be omitted, a statement to this effect should be included on the transcriber's note chapter in the front of each track.
 - (2) A transcriber's note should be inserted at the point of each omission when illustrations other than those described in (1) above are to be omitted.
- b. Any reference or supplementary volumes are to be prepared according to Code of Braille Textbook Formats and Techniques, latest edition.

Section 11. Format: The illustration caption or description should be inserted at an appropriate place in the text. If no appropriate location is apparent, it should be inserted near the end of the print page, preferably at the end of a paragraph. Never insert in the middle of a sentence.

- a. Numbered Illustrations. When the print text identifies illustrations by two numbers separated by a dot, hyphen or dash, follow print with regard to hyphens or dashes. If a dot is used, use a decimal point.
- b. Illustration Captions. The appropriate word (picture, map, diagram, etc.) should be preceded by the paragraph symbols and followed by a colon. The caption then follows. Special print typefaces used for the title or in the body of the caption should be ignored, except where required for emphasis or distinction. The conclusion of the caption should be indicated by the termination sign.
- c. Explanation or description of an illustration should be brailled as a transcriber's note following the caption paragraph. (See b. above.)
- d. Cartoons:
 - (1) If the dialogue and the actions of the characters convey necessary information, paragraph and insert the word Cartoon as in b. above. Dialogue should be handled as in plays. (See Rule XV.)
 - (2) When an explanation or description of a cartoon is necessary it should be inserted before presenting the cartoon. Follow 11.c. above.

- (3) Terminate the cartoon with termination sign when it is completed in its entirety.
- e. Attributions. After paragraphing, write "attributions," followed by a colon and give the information.

Rule IV

ITALICS AND BOLDFACE, UNDERLINING; DIFFERENT COLORS OF TYPE, CHECK MARKS, STARS; SHAPES AND OTHER PRINT SYMBOLS

Section 12. Italics and Boldface; Underlining.

- a. Italics
- (1) Braille italics should not be used in textbooks below the third grade level unless it is absolutely unavoidable. It is not possible to underscore in the present generation of paperless brailers; therefore, the use of italics may be required in these lower grades to present underlining.
- (2) In general, words printed in other than regular type should not be italicized in Braille except:
- (a) To indicate emphasis.
- (b) To show distinction, only in such cases as words, phrases, clauses to which particular attention is drawn; foreign words and phrases; anglicized words; names of books or publications, ships, boats, etc., subject headings at the beginnings of paragraphs; (See Rule V); the difference between silent thought and conversation.
- b. Boldface. Braille italics should be used when only one special typeface is used throughout the print book; however, if both italics and boldface are required in a text, the boldface indicators should be used for material printed in boldface. The Braille rules of usage for italics apply to boldface. The boldface indicator should be listed on the special symbols page at the front of each track on which they occur.
- c. Underlining. Since underscoring cannot be done in cassette Braille, the use of italics is suggested (See a.(1) above). If, however, a distinction must be made between italicized and underlined material in the text, the underlined material should be indicated by a set of symbols of enclosure (parentheses, brackets, etc.) not otherwise employed in the

print text. This substitution must be explained in a transcriber's note, and the symbol should be listed on the special symbols page.

d. Italicized, Boldface, Underlined or Capitalized Letters Within Words.
(See also Rule XIX, Section 41.)

- (1) Italics should be substituted in Braille when print shows boldface or underlined letters within words. When portions of words are shown in two or more typefaces, print copy should be followed for italics, boldface, capital letters, etc.
- (2) When italicized or capital letters occur within a word or hyphenated compound word, the italic, capital, or double capital sign must be preceded by the hyphen, whether or not it appears in print.
- (3) Only the termination sign (dots 6, 3), should be inserted to terminate the effect of the italic or capital sign. When in print, a hyphen follows an italicized or capitalized group of letters, the hyphen must follow the termination sign. When it is used in a text, the termination sign must be listed on the special symbols page in the beginning of each track on which it appears.
- (4) Do not use whole-word contractions, lower sign contractions, (except "en" and "in"), or final-letter contractions when they comprise the entire portion of a word printed in italics or capitals and separated from the balance of the word by the hyphen and/or the termination sign (See examples, Page 24, Code of Braille Textbook Format and Techniques, 1977).

Section 13. Different Colors of Type. When it is absolutely necessary for an understanding of the print text to represent several colors of type, use the following format:

- a. For whole words or phrases, the indicator (dots 4-5-6) followed by the first one or two letters of the color, such as:

(dots 4-5-6) b for blue

(dots 4-5-6) o for orange

(dots 4-5-6) g for green

(dots 4-5-6) gr for gray; etc.

should be inserted before the word or phrase whose color is to be indicated. The color indicator should be preceded and followed by a space. The termination sign should be inserted following the word or

phrase printed or underlined in the same color. The indicator, as well as the termination sign, should be included in the list of special symbols at the beginning of the track.

- b. If a portion of a word is shown in print in a different color type, the italics should be substituted for the colored type. If portions of words are printed in two or more colors of type, substitute italics, parentheses, or quotation marks for the different colors, with a transcriber's note, explaining the usage.
- c. When one or more paragraphs are printed in colored type, the color type indicators shown in Section 13.a. should be used. Each paragraph should be preceded by the color indicator, and the final paragraph should be followed by the termination sign.

Section 14. Check Marks, Stars. When check marks, stars, etc., are used in the print text to call attention to words, the symbol (dots 2-6, 2-6), preceded and followed by a space, should precede the word. When such marks are shown with words in a column, see Rule XVII, Section 37.c.

Section 15. Shapes and Other Print Symbols. (Note: Remember not to use (ed)p for any shape symbols, as this has been established as the paragraph symbol.) In grammars, spellers, readers, and the like, print shapes (circles, squares, etc.) and small superscript numbers which are quite different from footnote indicators may be found. These symbols often give constant reference to the same information throughout the text, or they may be used to indicate a relationship between items in the text. In print, their meaning may be given as a footnote the first time they occur; or it may be included in a list or explanation elsewhere in the text.

- a. In braille, the shape indicator (dots 1-2-4-6) plus the appropriate letter for circle, square, etc., preceded and followed by a space, should be used to represent print shape symbols. The print placement (whether before or after a word) should be followed. However, if such symbols are printed in a superscript position, this should be ignored. These symbols must be listed on the special symbols page at the front of every track in which they occur. The name of the shape should be given, and any explanation provided in the text should be included, i.e.

(ed)c circle

(ed)s square

(ed)t triangle

(ed)r rectangle

Symbols may be devised as needed by using the shape indicator (dots 1-2-4-6) plus an appropriate letter.

- b. For small superior numbers used in glossaries, vocabularies, etc., see Appendix D, Section 1.i. In braille, small superscript numerals which are not footnote indicators should be enclosed in parentheses. They should be written unspaced before or after the word or sentence in accordance with their placement in the print text. A transcriber's note should explain this usage.

Rule V

HEADINGS

Section 16. General.

- a. All headings in the text should be paragraphed.
- b. When the text shows only headings spanning a number of print pages, see Rule I, Section 1.a.(7).
- c. The capitalization shown in print should be followed in braille.
- d. Variations in print typeface or color should be ignored, except when required for emphasis or distinction. See also Section 18. below.

Section 17. Paragraph Headings. Paragraph headings consisting of a word or two, a phrase, or even a sentence, printed in a typeface other than that of the usual text, are found in many textbooks. They may be at the margin or indented in paragraph form, but are always followed on the same print line by the text itself.

- a. Paragraph all paragraph headings.
- b. When paragraph headings are printed in only one style of type throughout a print text, they should be italicized in braille.

Section 18. Headings with Special Numbering, Special Print Typefaces or Colors of Type.

- a. Special Numbering. When headings, paragraphs, illustrations, captions, etc. are identified in the print text by two (or more) numbers separated by a dot, hyphen or dash, follow print with respect to the hyphens or dashes; use a decimal point for a dot. (Remember to repeat the number sign after a dash.)

- b. Special Print Typefaces: Where it is necessary to preserve in braille the distinctions shown in print by means of various typefaces, the following should be observed:
- (1) Italics and Boldface Type, Underlining should be presented as provided in Rule IV, Section 12.
 - (2) For a variety of black typefaces, other than italics or boldface, use the indicators given below. The appropriate indicator should be inserted before the heading to which it applies, with a space following the indicator. The termination sign (dots 6, 3) should be inserted at the end of the heading. These indicators, as well as the termination sign, should be listed and explained on the special symbols page at the beginning of each track in which they are used.
 - (ed)l for the first indicator
 - (ed)k for the second indicator
 - (ed)b for the third indicator
- c. Colors of Type: When headings are printed in different colors and it is absolutely necessary to indicate these colors, use the indicators and termination sign as provided in Rule IV, Section 13.

Rule VI

NOTES AND OTHER MARGINAL MATERIAL

Section 19. Notes. Whatever their placement on the print page may be, all notes should be inserted at the end of the sentence in which reference to them occurs.

Exception: For notes at the end of the text, see Section 21 below. For the placement of other marginal material, see Section 20 below.) In textbooks, notes should NOT be enclosed in literary brackets and inserted in the body of the text as provided by the literary code. Precede each note indicator with the (ed)p paragraph symbol.

a. General Provisions.

- (1) Regardless of the number of reference indicators it may contain, the sentence should be concluded before inserting the note(s).
- (2) All notes must be terminated using the termination sign, except when in a separate note section at the end of the text (See Section 21).

- (3) All braille symbols used as reference indicators must be listed on the special symbols page in accordance with Rule II, Section 7. In the explanation of these symbols, the print signs they represent should be identified by their customary names or descriptions. The placement of these print signs (whether before or after the point of reference) and their significance or use in the text should be given.
- (4) Reference to Source Materials. When a note refers to source material, e.g., books, magazine articles, etc., in addition to the format given below, the following should be observed:
- (a) Print typeface should be followed for the braille of all titles, including any numerals they may contain.
 - (b) Arabic numerals should not be substituted for Roman numerals.
 - (c) Italics or other special print typeface should be omitted for abbreviations and numerals, except for those which are a part of a title or are specifically set off for distinction.
 - (d) Abbreviations should be brailled as printed, and the literary braille forms (e.g., v for volume, p for page, ch for chapter) should NOT be substituted. The letter sign must be used before any single letter which is not followed by a period and before any letter combination which corresponds to a short form word. When such letter combinations as ch, st, etc., stand alone as the entire abbreviation, the braille contraction should NOT be used, whether or not there is a period present. No letter signs are required when these letters are thus written out. The braille contractions should be used when they do not constitute the entire abbreviation; e.g., (ch) ap., etc. When periods are omitted in print, they should be omitted in braille.
- b. Printed Reference Indicators. (For indicators which do not refer to notes, see Rule IV, Section 15.) The print placement of indicators in the body of the text should be followed. Exception: When print

punctuation follows an indicator, in braille the punctuation symbol should be placed immediately after the word to which it applies. If more than one indicator refers to the same word, each should be brailled as a separate symbol, and the print order and punctuation should be followed.

- c. Notes Without Printed Indicators. Regardless of its placement on the print page, when a note has no printed indicator but it is possible to determine the point in the text to which the note refers:

The Braille Reference Indicator (dots 2-3-5-6, 2-3-5-6) should be inserted immediately after the point of reference. The rules of usage for the braille asterisk apply to this symbol. It should be listed and identified on the special symbols page in accordance with Rule II, Section 7. An explanation of its placement and use in the braille text should be indicated.

Literature books frequently give copyright and reprint permission information at the bottom of the first page of each story. This is not a footnote. This information should be presented after the title and author in the following manner:

(ed)p, general reference indicator (2-3-5-6, 2-3-5-6), space, braille the information and close with termination sign (6, 3).

- (1) When the word(s) to which such notes refer are designated only by underlining, italics, or other special typeface in the body of the text, the print typeface should be retained in braille (see Rule IV), and the braille reference indicator should be inserted immediately after the word(s).
- (2) When only line numbers, printed lines, lines and arrows, etc., are used to identify the point to which a note, given on the same print page, refers, the braille reference indicator should be inserted at the appropriate point in the text.
 - (a) In line-numbered text, if the exact point of reference within the sentence cannot be determined, the braille reference indicator should be inserted at the end of the sentence.
 - (b) When more than one word is indicated by printed lines, these words should be considered as underlined, and be treated as directed in Rule IV, Section 12.c.
 - (c) The print line number should be omitted when writing the note.

- (3) When such a note contains an ellipsis:
- (a) If the ellipsis separates related words (i.e., the opening and closing words of a phrase) or if it shows the omission of words, the braille reference indicator should be inserted in the text immediately after the word which concludes the phrase.
 - (b) If the ellipsis represents words which also have notes to them, the braille reference indicator should be inserted in the text after the word which precedes the ellipsis.
 - (c) If the ellipsis separates unrelated words on the same print line, the ellipsis should be omitted and the words should be treated as separate notes.

d. Format for Notes.

- (1) If a sentence contains two or more reference indicators, each note should be handled individually.
- (2) Each note should start with the same reference indicator as is used in the body of the text. After the completion of the note, insert the termination indicator.
- (3) When a note is printed across two or more pages, the entire note should be brailled as if it were on one print page, and the new print page indicator should not be inserted within the note. However, if the continuation of a note is the only material on the next print page(s), the beginning of these new print pages should be shown.
- (4) When notes are printed on pages which face the text, the combined print page numbers should be given. Any lettered continuation of such pages should include these combined page numbers.
- (5) When printed indicators give repeated reference to the same note, that note should be inserted in the usual manner at the point where the first reference to it is made. In subsequent references to the same note, insert the appropriate indicator in the text. At the end of these subsequent sentences, insert a note preceded by the same indicator, giving the tape page, the print page number (with its modifying letter, if any) and the note number of the original note. The insertion should NOT be brailled as a transcriber's note. This usage should be explained in a transcriber's note in accordance with Rule II, Section 8.

- (6) When a note contains quoted matter which is set off from the body of the note by blank lines, quotation marks, change of margin, and/or change of print typeface, follow the directions in Rule I, Section 2.a.

e. Special Notes.

- (1) Notes to Titles and Headings should follow them immediately.
- (2) Notes to Columned Material and Tables. See Rule XVII.
- (3) Notes to Poetry should be inserted at the end of each stanza in which the reference occurs. Paragraph each note.
- (4) Notes to Plays and Other Dialogue: (See accompanying Rules Tape.)
 - (a) In dialogue, insert notes at the end of the speaker's dialogue.
 - (b) Notes to stage directions: insert at conclusion of each direction.
- (5) Notes to a Note. An "inner" note will be treated exactly as a regular footnote, following the note to which it refers, and using its reference indicator preceded by the (ed)p paragraph symbol.
- (6) Notes in Exercises, Drills, Tests. Place at end of the sentence in which reference occurs.

Section 20. Other Marginal Material. (For boxed material, see Rule VII.) Several types of marginal material are described below and suggested braille formats are given for them. When such material does not refer to a specific point in the text, the transcriber must carefully examine the print copy and determine an appropriate placement in the braille text.

If a particular form of marginal material appears throughout a text, its print and braille formats should be explained in the transcriber's notes in the front of each track.

- a. A heading, printed in the margin for visual effect, should be brailled as a heading in accordance with Rule V. (See Example #1 below.)
- b. A form of index, duplicating words of the text and intended as a visual aid in scanning the print page, should be omitted in braille. Such omission should be noted on the transcriber's note page in the front of each track in which it occurs. (See Example #1 below.)

Example #1

Note: Although the wording of both of these marginal entities is repeated in the text, a careful reading of the print copy indicated that INTERSPECIFIC COMPETITION is a heading, and deleterious effect is an index for scanning.

INTERSPECIFIC This phenomenon occurs when two or more species
COMPETITON require the same resource. If the combined population
densities are great enough, and if the resource is
scarce, then sooner or later, the interspecific
deleterious competition will have a deleterious effect on one or
effect both species ...

- c. A synopsis, summarizing material in the text, should be preceded by the braille reference indicator, (dots 2-3-5-6, dots 2-3-5-6) (see Section 19.c. above) and placed as a note before the text (or portion thereof) to which it applies.
- d. A commentary, or other marginal material, which is printed alongside a section of the text, but which does not apply to a specific point, should be preceded by the braille reference indicator (dots 2-3-5-6, dots 2-3-5-6) (see Section 19.c. above) and placed as a note after completion of the print text beside it.
- e. Supplementary material, randomly placed on the print page which has no discernible relationship to material in the body of the text, should be inserted toward the end of a print page, but always at the end of a sentence. A transcriber's note should give its placement on the print page. The material should be brailled using the regular paragraph technique.

Section 21. Note References at the End of a Print Text. Place at the end of the machine chapter in which reference to them occurs. A transcriber's note is needed to explain this procedure.

The note section should begin on a new tape page and be headed NOTES. Paragraph the following transcriber's note: "Note references are presented in the following order: print page number, tape page number, reference indicator."

If the note section is lengthy and will be more useful as a separate section, prepare a paper reference volume.

- a. If the note section has headings, these should be included and placed in accordance with Rule V.
- b. The note should be presented as follows: paragraph each note; the print page number (with its identifying letter, if any); the tape page number, the reference indicator used in the text; then the note.
 - (1) If more than one note refers to the same print page, the print page number must be repeated at the beginning of each note. When notes are printed without reference to print page numbers, the appropriate page numbers should be inserted. When reference is given to print line numbers, this line number should follow the print page number, and the transcriber's note should be worded to include this presentation.
 - (2) When a reference indicator occurs on a print page which begins within a tape page, the new print page number should be given.
 - (3) For the braille of references to source materials, see Section 19.a.(4) above.
- c. If the note section gives reference to print page and/or print line numbers only, and there are no printed indicators in the body of the text, each note should be preceded by the print page and/or print line number only. The transcriber should not attempt to insert braille reference indicators into the body of the text nor to indicate the lettered continuation of print page numbers.
- d. Note pages should be numbered as follows:
 - (1) If note pages are numbered in print, they should be similarly numbered in braille (with modifying letters, when necessary). These page numbers should be included on the title page. The heading "NOTES", with the appropriate page number, should be included on the print contents page according to Rule II, Section 9.b.
 - (2) If note pages are not numbered in the print text, they should be numbered at the beginning of each tape note page, beginning with n1 for each new track. The change to new print pages should be ignored. These page numbers should not be included on the title page.

Rule VII

BOXES

Section 22. General. Because of the single linear display of the present generation cassette braille, it is not possible to construct "boxing lines." If it is required to indicate which material in the print is in a box or boxes, enter the two cell symbol (ed)x (spaced on each side) preceding the boxed material; repeat the (ed)x followed by the termination indicator to show the end of the box. The boxing symbol should be shown on the special symbols page. Further explanation of the technique used should be included on the transcriber's notes page.

Rule VIII

NUMBERED LINES AND VERSES IN PRINT TEXT

Section 23. Numbered Lines.

- a. Prose. When lines of prose are numbered in the margin in print, every print line must be numbered in braille.
 - (1) Indicate each paragraph normally before showing the line number.
 - (2) The line number must precede the line of print to which it applies.
 - (3) The line number indicator (dots 1-2-6) followed immediately without a space by the number sign and the appropriate number is used to show the numbered line. The entire construction is preceded and followed by a space.
 - (4) When a word is divided at the end of a line in print, this division should be shown in braille.
- b. Poetry. When lines of poetry are numbered in print, every print line must be numbered in braille.
 - (1) Refer to Rule XVI for poetry format.
 - (2) Line numbering to be done as in a.(2) above and using dots (3-4-5) to introduce each numbered line.
 - (3) Paragraph each stanza.

Section 24. Hymnals, Songbooks; the Bible and other Similar Texts.

- a. Hymnals and songbooks. The format given below should be followed only when no braille music is to be included.
 - (1) The braille format for poetry should be retained.
 - (2) The title or number (both, if present in print) of each hymn or song, should be shown as a heading (see Rule V, Section 16).
 - (3) Whether or not they appear in print, consecutive verse numbers should be shown immediately preceding each verse. Each verse number should be followed by a period, whether such period is present in print or not.
- b. The Bible and other similar texts are frequently divided into books, chapters, verses, etc. All such subdivision numbers should be included in the braille transcription. The verses should be treated using the dots (3-4-5) symbol as in numbered lines of poetry, or dots (1-2-6) as in numbered lines of prose.

Rule IX

INTENTIONAL ERRORS IN PRINT COPY

Section 25. Intentional Errors:

- a. When in print, intentional errors are shown in spelling, punctuation or grammar, all words in the sentence or passage should be written in uncontracted braille.
- b. If intentional errors are specifically identified in the print copy, only the words containing these errors should be written in uncontracted braille.

Rule X

BLANKS, INSERTIONS; CROSSED-OUT LETTERS OR WORDS

Section 26. Blanks and Insertions.

- a. Dashes Representing Omitted Whole Words:

- (1) The braille double dash, preceded and followed by a space, should be used to represent a print dash or blank space which indicates the omission of a whole word.
 - (2) If dashes are used in the print to represent a word divided at the end of a line, the double dash should be used to represent the print dash on each print line. If the divided word is NOT a hyphenated compound word, the middle hyphen (dots 2-5) should be used. If the dashes represent two parts of a hyphenated compound word, the compound hyphen (dots 2-5, 2-5) should be used. These hyphens should be listed and explained on the special symbols page on each track on which they occur.
- b. Dashes Representing Omitted Parts of Words: If print dashes or blank spaces are used to indicate omitted parts of words, they should be represented by the double dash, unspaced from the letters of the word. Contractions and short-form words should not be used when they are in contact with the dash.
- (1) If a dash is used in print to represent a portion of a word divided at the end of a line after the dash, the middle hyphen (dots 2-5) should follow the dash. However, if such a word is divided at the end of a line after letters of the word, the regular hyphen should be used. The middle hyphen should be listed and explained on the special symbols page of each track on which it occurs.
 - (2) If a dash is used in print to represent a portion of a hyphenated compound word, the compound hyphen (dots 2-5, 2-5) without a space between it and the dash or letters of the word, would be used to represent the print hyphen. The compound hyphen should be listed and explained on the special symbols page of each track on which it occurs.
- c. When word endings or portions of words stand alone or are shown with only a hyphen, dash, or double dash, neither contractions nor short-form words may be used in contact with the hyphen, dash, or double dash. When such material is shown in a speller, see Appendix A, Section 4.

- d. When a number alone, or a number over a line, is used to indicate a numbered blank in the print text, the double dash should be preceded, without a space, by the number.
- e. When a question mark alone, or a question mark over a print line, represents a blank, the double dash should be used and the question mark should be omitted.
- f. When a word appears above or below a print line to indicate that a word or phrase is to be substituted, the double dash should be followed without a space by the substituted word or phrase, enclosed in parentheses.
- g. Incomplete or Indefinite Dates:
 - (1) When a number is preceded or followed by a hyphen or dash to indicate an incomplete period of time, follow print copy. If the number is in parentheses with a space preceding or following the hyphen or dash, there should be no space left between the parentheses and the hyphen or dash in braille.
 - (2) When an indefinite date is shown by means of a question mark, follow copy.
- h. When the print text indicates the substitution of one letter for another by inserting a new letter in parentheses immediately following the original letter, the print copy should be followed.
- i. When the print text shows a correction which cannot be reproduced in braille, write the entire original form first, enclosing the incorrect word(s) in parentheses. Then write the correct form.
- j. When a caret indicates that a word or words should be inserted, the braille caret sign (dots 3-5, 2-6), with a space before and after it, should precede the insertion. The termination sign (dots 6,3) should follow the insertion. These symbols should be listed and explained on the special symbols page on each track in which they appear.

Section 27. Crossed-out Letters or Words:

- a. When letters are crossed-out in print, write the full word in contracted braille, followed by the word in uncontracted form with hyphens substituted for the crossed-out letters. Follow this same principle when crossed-out letters are in words appearing in phrases or sentences,

except that, in this case, the second form should be enclosed in parentheses. A transcriber's note should be inserted before such material to explain that the crossed-out letters are represented by hyphens.

- b. When a whole word is crossed-out in the print text, write the crossed-out word in parentheses in contracted braille. A transcriber's note should be inserted to explain that the crossed-out word is in parentheses.
- c. When a word or words are crossed-out and a substitution is shown above it in print, the crossed-out word(s) should be enclosed in parentheses and followed, after a space, by the substitution. A transcriber's note should indicate that the crossed-out word is in parentheses, immediately followed by the correction.
- d. In highly amended print copy, such as legislative proposals, where parentheses may be used for a specific purpose, crossed-out words should be set off by symbols of enclosure which are not otherwise used in the text. (See Rule XI). Such symbols should be listed and explained on the special symbols page on each track in which they occur.

Rule XI

SYMBOLS OF ENCLOSURE OR BONDING

Section 28. Symbols of enclosure or bonding are of many types. Some are used only in material written in linear form, while others are used to enclose material presented in either linear or spatial form. The most common are the double and angle quotation marks, which are always used linearly.

- a. Square brackets. These symbols are used both linearly and spatially in print. They should be represented in braille as follows: insert standard symbols .
- b. Angle brackets should be represented in braille as follows: insert standard symbols .

- c. Braces should be represented as follows: insert standard symbols .
- d. Spatial print brackets, braces, etc., must be presented linearly in cassette braille.
 - (1) Use the enclosure symbols as used in print.
 - (2) Use both the opening and closing enclosures symbols, even if only one is shown in print.
 - (3) Separate the items within the enclosure by semicolons.
 - (4) Explain the braille usage on the transcriber's notes page at the beginning of each track where the technique is employed.
- e. Vinculum: This sign consists of a line over a group of letters, words, numbers, etc. Depending upon what other signs of enclosure may be present in the same context (parentheses, square brackets, etc.), a set of symbols not otherwise employed should be substituted for the line, and the rules of usage and spacing for the symbols used should be observed. A transcriber's note should be inserted to explain the substitute symbol.

Rule XII

EXAMPLES; EXERCISES AND DRILLS; TESTS

Note: In the presentation of all such material, the transcriber should be careful to avoid the possibility of inadvertently suggesting a particular answer or solution by means of the braille format used.

Section 29. Examples. Examples which are separated from the body of the text by blank lines, change of margin and/or change of print typeface: in braille, follow the material which immediately precedes the examples with a colon, if a colon is not already present in print. Then space, and braille the examples. When the "displayed" example(s) is (are) completed, insert the termination sign immediately following the final example. After one space, proceed with the text. The termination sign should be used even if there is only one such displayed example. Special print typefaces should be ignored, except where required for emphasis or distinction. Additionally, the following should be observed:

- a. Columned material should be presented in accordance with Rule XVII.
- b. Material printed in paragraph form should be treated as a paragraph.

- c. When there is a series of examples not separated by punctuation in print, these examples should be separated in braille by appropriate punctuation.

("Appropriate" means punctuation not present in the print examples.)

Section 30. Exercises and Drills. It will be noted that editing will often be required by the transcriber in order to make a clear presentation in braille. Special attention should be given to the wording of transcriber's notes, and the vocabulary used should reflect the grade level and subject matter of the print text.

- a. It should be presumed that the transcription of any cassette material is of a permanent nature. This will require considerable editing of print instructions in consumable print texts and/or the directions to students to write answers on a sheet of paper.

b. General Format.

- (1) The heading or title of the exercise, drill, etc., should be paragraphed.
- (2) Directions should be paragraphed. Whenever changes are required in print directions, or when the transcriber must supply directions, this material should be written as a transcriber's note and inserted immediately following the print directions. Note: a transcriber's note is not required when only a simple rewording or substitution is made in the braille text, e.g., "In the sentence at the right" changed to "In the sentence which follows."
- (3) Each main division, whether numbered or lettered, should be paragraphed.
- (4) Subdivisions identified by number or letter should not be paragraphed. However, if the subdivision numbers or letters do not have final punctuation, a period should be inserted following such numbers or letters.
- (5) Columned material. See Rule XVII.
- (6) Answer choices:
 - (a) If answer choices are numbered or lettered, treat as subdivisions. (See Section 30.b.(4) above.)
 - (b) If answer choices are unnumbered and unlettered, assign letters or numbers. A transcriber's note is necessary

preceding such edited material.

(c) Separate answer choices with semicolons.

(d) Always terminate the series of answer choices with the termination sign.

c. Print Lines or Dashes, Blanks to Be Filled in. (See also, Rule X, Section 26.)

- (1) When lines which are designed to be filled in with answers appear in print before or after questions, such lines should be omitted in braille. The directions to the student should be changed in a transcriber's note.
- (2) Double dashes should be used in braille to indicate blanks which are to be filled within sentences or questions.
- (3) When only the number of blanks shown in print indicates the number of answers to be given, and there is no mention of this number in the text, the number should be inserted in parentheses following the text material. This usage should be explained in a transcriber's note.

Section 31. Tests. Test materials should be transcribed in such a way that a minimum amount of time is spent reading. In addition to the provisions of Sections 9 and 30 above, the following should be observed.

a. General Format.

- (1) Begin each test on a new tape page.
- (2) Do not divide a question between tape pages unless it is absolutely necessary. Regardless of wasted space on the preceding page, if a question can be contained on a single tape page, it should be placed on a new tape page. When a question is too long for one tape page, the break should be made at a logical break in thought.
- (3) Preferably, answer choices should be on the same tape page as the question. All answer choices should appear on the same tape page whenever possible.
- (4) When questions and answers are numbered/lettered in print, they should also be numbered/lettered in braille.
- (5) When questions and answers are not numbered/lettered in print, assign letters or numbers. A transcriber's note is necessary.

b. Multiple Choice Tests. Follow above instructions.

- c. True-False Tests. Regardless of print format, in braille the question should be transcribed first, followed by t and f separated from the question and from each other by one blank cell. They should be preceded by the letter sign, but print parentheses and/or capitals should be omitted. When the print shows "Yes-No", "Right-Wrong", etc., use the words in braille, but follow this same format.

Rule XIII

INDEXES

Section 32. Indexes. Columns in Print Indexes are to be Ignored.

- a. Place guide words at the beginning of each tape page, immediately following the space after the print page number. See Appendix D Section 1.a.(2) for guide words.
- b. If alphabetical divisions are set off by capital letters, paragraph these letters. Use the letter sign. Retain print capitalization.
- c. Paragraph each main entry word. If there are subentries, insert a colon after the main entry word or its associated page number, if any.
- d. Subentries
- (1) Do not paragraph subentries.
 - (2) Insert a semicolon following the page number at the final conclusion of each subentry.
- e. Sub-subentries. Insert a comma after the page number of each sub-subentry.
- f. Use a period following the entire entry.
- g. Disregard the use of italics, boldface type, etc., in entries, unless required for distinction, such as book titles, italicized foreign words, etc.
- h. Italics should be omitted, except when they are necessary for emphasis or distinction. Where it is necessary to show both italics and boldface type, see Rule IV for the proper braille indicators and their rules of use.

Rule XIV

OUTLINES

Section 33. Presentation of Outlines:

- a. Paragraph the main divisions.
- b. If subdivisions do not have final punctuation associated with their identifying letters/numbers, insert a period.
- c. Use appropriate punctuation to terminate each division/sub-division.

Rule XV

PLAYS AND DIALOGUE

Section 34. Plays or material in dialogue form should be transcribed as follows:

- a. When numbered lines are shown in the print text, follow the directions given in Rule VIII for prose and poetry respectively.
- b. Each act of a play should begin on a new tape page.
- c. Scene settings and directions. In braille, italics should be omitted from all stage directions, settings, etc. Follow print as to enclosure symbols. If either the opening or closing enclosure symbol is omitted in print, supply it in braille.
 - (1) Paragraph scene settings.
 - (2) Stage directions which follow the name of a character should be enclosed in parentheses and placed before the period which follows the character's name. See Section 34.e.(1) below.
 - (3) Stage directions which occur within dialogue should be enclosed in parentheses and written within the body of the dialogue.
 - (4) Stage directions which are set apart from the dialogue should be placed in symbols of enclosure.
 - (a) If these enclosures are present in print, follow print.
 - (b) If these enclosures are not present in print, use parentheses.
- d. Cast of Characters. Omit italics and use only single capitals before the names of all characters.
 - (1) The cast of characters should be repeated at the beginning of each track.

- (2) When listing the cast, paragraph each name. Follow print copy as to the punctuation used to separate names from any following identification. When names and identifications are printed in columns, ignore such columns and insert a colon to separate each name from its identification.
 - (3) When print shows several names grouped by means of a brace or ditto signs, or similar device, followed by a single identification, paragraph just the first name; place commas between the names; place a colon after the last name in the list; then give the identification.
- e. Speakers and Dialogue. Except when italics are used in dialogue to show voice emphasis, omit italics and use only single capitals for the names of all characters.
- (1) Paragraph the name of each speaker and follow this name with a period. After one blank cell, begin the dialogue.
 - (2) In verse plays, precede each poetic line with (dots 3-4-5). This sign must have a space on each side. If there is a transition from verse back to prose, the end of the verse should be indicated by the use of (dots 3-4-5, 3-4-5.) (Same as poetry.)
 - (3) Simultaneous Speakers. When the print uses braces (or similar device) to indicate that two or more characters speak lines at the same time, in braille, these simultaneous speeches should be preceded by the following transcriber's note: "Together: Speaker A, Speaker B., etc." Resumption of normal dialogue should be indicated by the transcriber's note: "Solo." When such speeches are printed in columns, ignore the column format in braille.
 - (4) Shared Poetic Line. In a verse play, when a single poetic line is divided between two or more speakers, insert a spaced double dash at the end of each uncompleted line. After the name of each succeeding speaker, insert a spaced double dash to indicate the continuation of the poetic line. A transcriber's note should explain this usage.

Rule XVI

POETRY

Section 35. Poetry which appears in textbooks should be transcribed as follows:

a. Poetry Written in Traditional Verse Form: (when numbered lines are shown, follow the provisions of Rule VIII)

- (1) When extra space is shown between words printed on a single print line and it is deemed obligatory to show such extra spaces, insert a spaced reference symbol at that place. Select a reference symbol not used for reference purposes in the text being transcribed. A transcriber's note explaining this usage is required.
- (2) To indicate incomplete poetic lines shown in print:
 - (a) When the division of a single poetic line is presented spatially, either between lines within a stanza or between stanzas, in braille a spaced double dash should be inserted at the end of each incomplete line. Any continuation of the same poetic line should be preceded by a spaced double dash.
 - (b) When a poem begins with an incomplete poetic line, follow the directions given in (a) above.
- (3) Each stanza should be paragraphed.
- (4) Indication of poetic lines: Each poetic line is to be preceded by the line indicator (dots 3-4-5) written with a space on either side. In the case of the first line of a stanza, this would come after the paragraph symbol.
- (5) Dots 3-4-5, 3-4-5 indicate the end of the poem.
- (6) Do not divide stanzas between tape pages unless it is absolutely necessary.

b. Poetry Written in Unusual Verse Form, Modern Poetry: (when numbered lines are shown, follow the provisions of Rule VIII.)

- (1) Where irregular spatial arrangements are employed, as in poems by e.e. cummings, in braille, these should be ignored.
- (2) Where items appear widely spaced apart on the same print line, follow the provisions of a.(1) above.

- (3) When unusual capitalization, punctuation, and/or spelling appears in the print copy, the entire poem should be written in uncontracted braille. When it is essential to distinguish between the opening and closing parentheses, the braille linear braces should be substituted for parentheses. A transcriber's note must explain this substitution.

c. Poetry Written in the Form of Prose:

- (1) Unnumbered lines: when poetry is written in the form of prose with diagonal strokes indicating the ends of poetic lines, it should be brailled in paragraph form. Each stanza is a paragraph. The following braille symbols should be substituted for the diagonal strokes: (dots 3-4-5): poetry line sign; (dots 3-4-5, 3-4-5): end of poetry sign.
- (2) Numbered lines: when print lines are numbered, use the signs given in (1) above and follow the provisions for numbered lines in prose given in Rule VIII.

Section 36. Scansion and stress.

dots 4-5-6 Long or stressed syllable sign

dots 4-5 Short or unstressed syllable sign

- a. These signs should be placed before the vowels of the syllables affected. Contractions should not be used in scansion where both stressed and unstressed syllables are shown.

b. End-of-Foot and Caesura Signs:

dots 3-6 End-Of-Foot Sign

dots 3-6, 3-6 Caesura

These signs should be preceded and followed by a space. Where a foot sign occurs within a word, a hyphen, followed by a space, should be inserted after the syllable ending the foot. Contractions may be used in scansion where stressed and unstressed syllables are not shown.

- c. Where detailed scansion is not required, the accent sign (dot 4) should be inserted before the vowel of a stressed syllable. Contractions may be used except where the stressed vowel is part of a contraction.
- d. Where meter is shown by diagramming (omitting words of poetry) the long, short, end-of-foot, and caesura signs should follow the print copy. Division between print lines should follow copy.

Rule XVII

COLUMNED MATERIAL; TABULAR MATERIAL

Section 37. Columned Material. While it is impossible to give explicit directions for the presentation of all types of columned material, suggested format is given below for some of the more common types. The actual columned format cannot be duplicated in cassette braille. However, sometimes it is important to inform the reader of the columnar nature of the print.

- a. General Directions. First, determine whether each column must be shown in its entirety before presenting subsequent columns, or whether it is more desirable to show each row in its entirety.

- (1) If it is desired to present each column in its entirety before showing the contents of succeeding column(s), proceed as follows:
 - (a) Paragraph, then give the column heading. If there is no column heading, insert "Column 1". A transcriber's note is required to inform the reader that there are not column headings in print, and that the headings are being supplied by the transcriber.
 - (b) Proceed with the column entries. If the entries are unnumbered/unlettered, the transcriber should insert numbers or letters. A transcriber's note explaining this technique is required.
- (2) If it is desired to present each row in its entirety, proceed as follows:
 - (a) Devise a two-letter key for each column heading. Explain in a transcriber's note.
 - (b) Paragraph the beginning of each row. Give the column key, followed by a colon; after one space, give the entry followed by a semicolon. After one more space, give the next column key, etc. Repeat until row is complete. Terminate each row with a period. Use termination sign at end of the table.
 - (c) If the columns have no headings, the transcriber must devise descriptive headings and key as described above.
- (3) Do not divide a column between tape pages unless it is absolutely necessary. Related columns which appear on one print page

should also be presented on a single tape page whenever possible. For the student's use, it is better to leave a portion of a tape page blank in order to complete a columnar or tabular presentation.

- (b) Boxed columns. Do not attempt to show boxing with columns. If it is necessary to distinguish between boxed and unboxed columns, inform the reader via a transcriber's note as to which columns are boxed/unboxed.
- (c) Columned Material with Reference Indicators. For various reference marks used with columned material, see Rule IV, Rule VI and Appendix A.
 - (1) The appropriate reference indicator, preceded by a space, should be placed after the column heading(s) or column items(s) according to the print copy.
 - (2) When the information contained in a note is necessary for an understanding of the text, this note should be preceded by the appropriate braille reference indicator. It should be preceded by a transcriber's note and inserted BEFORE beginning the columned material.
 - (3) Other notes (e.g., source references) should be placed immediately AFTER the completion of the columned material. Source references should be brailled according to Rule VI.

Section 38. Tabular Material:

a. Placement:

- (1) Never interrupt a sentence for a table. Finish the paragraph, then present the tabular material.
 - (2) If a table can be completed in its entirety on the same tape page where it would normally follow in context, do not place it on a separate page.
 - (3) If the usefulness of a table would not be impaired by continuing it on another tape page, the table should follow in context, subject to the constraint of (1) above.
- b. See columned material, Section 37 above, for format suggestions.
 - c. Extensive tables will have to be transcribed on paper braille, as a supplement.

Rule XVIII

CODING

Section 39. Guidelines. Since there are many kinds of codes, each type raising a different embossing problem, the following suggestions should be used as guidelines.

- a. Keys to Codes: In writing keys, a dash (dots 3-6, 3-6) should be substituted for the blank space, the equal sign, or any other symbol used in the print copy to connect an alphabet letter or a number with its corresponding representation. All capital signs should be omitted, but letter signs should be used.
- b. Morse Code:
 - (1) When the Morse Code is shown by means of dots and dashes in print, dot 1 should be used to represent the dot, and dots 1-4 to represent the dash. A hyphen should be inserted between letters of the words, and one space should be left between words.
 - (2) When sounds, such as "dit", and "dah" are substituted for the dots and dashes, the print copy should be followed. However, in such cases, a hyphen must be used to connect the sounds comprising a single letter, and a dash should be used to separate the letters within a word.
- c. Number Codes: When numbers are substituted for letters, the numbers should be connected by hyphens. The number sign should be used only at the beginning of each group of numbers connected by hyphens. If letters are shown above the numbers, place each word in square brackets immediately preceding the series of numbers which represent that word. A transcriber's note explaining the actual print placement is required.
- d. Letter Codes. Treat just as number codes. See c. above.
- e. Symbol Codes should be omitted if they are represented in print by symbols for which there are no braille equivalents, and a transcriber's note should be inserted indicating the omission.

Rule XIX

WRITTEN SYSTEMS OF PRONUNCIATION

Section 40. General. Written systems for the representation of the sounds of speech will be found throughout textbooks. They should be reproduced if there is a braille code available to represent the particular system used in print.

- a. The most common systems of pronunciation which will be encountered in print are:

Simple Respelling

Diacritics

Phonetics and Phonemics

Tables of symbols and/or rules of braille usage for several of these systems are presented in Section 41-43. For the presentation of entry words in glossaries, vocabularies, and dictionaries, see Appendix D.

- b. When a print text provides a Table of Pronunciation, Pronunciation Key, etc., containing pronunciation symbols which are used throughout the text, this entire listing should not be reproduced except as part of the transcription of the entire Glossary, Dictionary, etc. Only those symbols used in the text should be included in the Special Symbol machine chapter.

When a textbook contains a Glossary, Index, etc., a decision must be made as to whether this material will be supplied on a supplementary tape or if it will be more useful to the student as a hard copy supplement.

Section 41. Simple Respelling: If words are rewritten in simple spelling in the print text, follow copy. Words showing stress signs should not be considered simple spelled words, see Section 42 below. When italics, underlining, capital letters, etc., are shown, follow the directives in Rule IV, Section 12.d.

Section 42. Diacritics: Lexicographers differ widely in their use of diacritical markings, not only using the same sign for different sounds, but different markings for the same sound. Transcribers, therefore, should not attempt to equate signs and sounds, but should be concerned with matching the proper print signs and

Braille symbols. All words or part words showing diacritics, including stress signs, must be written in uncontracted Braille.

- a. Table of Diacritics: Braille symbols represent only the diacritical marks, not the letter and the mark. These symbols must always be followed immediately by the letter or letters they affect.

NOTE: When the following signs occur in words or part words with diacritical marks, use of the termination sign is not required.

Italic Sign: This sign must precede all other diacritical symbols affecting a letter.

Capital Sign: This sign must precede each letter or modified letter.

If a letter is modified by two or more diacritical marks, the mark nearest the letter should be transcribed first, then followed in order by the others.

When marks appear both above and below a letter, those below the letter should be transcribed first.

When diacritical marking affects two letters as if they were a unit, the Braille symbol (or symbols) for this diacritical marking should precede only the first letter.

- b. Symbols of Enclosure: These symbols should be written unspaced from the letter(s) or symbol(s) which they enclose. Ignore print use of lightface or boldface type for these signs. If the final symbol of enclosure is omitted in print, it should be omitted in Braille.
- c. Syllable Stress: Even though contrary to print practice, in Braille these signs must always precede the affected syllable. They should be written without a space between them and the first letter or symbol of the syllable they affect, and no space should be left between them and any syllable which may precede them. When the text includes a statement giving the position of the print equivalents of these signs which differs from their placement in Braille, the statement should be copied in full. A transcriber's note should be inserted before the text explanation to explain the Braille usage. For syllable stress in foreign languages, see Appendix E, Section 8.c.

Caution: Do not confuse the following print signs with the diacritical marks for the acute accent, the diaeresis or the semi-diaeresis which are placed directly over affected letters rather than before or after syllables.

Primary Syllable Stress Sign: Represented by various signs, either preceding or following the affected syllable. Dots 3-4 in braille.

Secondary Syllable Stress Signs: Represented by various signs, either preceding or following the affected syllable. Dots 1-6 in braille.

Note: When either of these symbols is shown standing alone in the text, it must be represented by its written out dot numbers, e.g., the primary stress sign written as "dots 3-4" and the secondary stress sign written as "dots 1-6".

- d. **Hyphens (Including the Centered Dot or Space Between Syllables):** The following symbols should be written unspaced from the letters or symbols which precede or follow them, except where a space is used in print to show partial pronunciation of a word.

Diacritic pronunciation may require more than 20 unspaced cells to present. A space should be brailled following a hyphen which is closest to, but less than, the 20th cell of a single display.

- (1) The Regular Hyphen (dots 3-6) is used:

- (a) To represent the print hyphen or dash in the first writing (in contracted braille) of a hyphenated compound entry word.
- (b) To represent the print hyphen, dot, or space showing syllable division in the braille rewriting in full spelling of a print entry word which shows only syllable division.

- (2) The Diacritic Hyphen (dots 2-5) is used:

- (a) In the braille rewriting in full spelling of a print entry word which shows both syllable division and stress.
- (b) Before unstressed syllables, whether such division is shown in print by a hyphen, a dot, or a blank space. Since, in braille, the stress sign precedes the affected syllable, the print hyphen, dot, or space should be omitted before this syllable. The diacritic hyphen must be inserted following the affected syllable to replace the transposed print stress sign, except at the end of a word.

- (3) The Compound Hyphen (dots 2-5,2-5) is used only in the braille rewriting of hyphenated compound entry words.

Section 43. Phonetics and Phonemics

- a. General Directions: In addition to the braille representation of the symbols set forth in subsections (b) and (c) below, the following braille symbols and their rules of usage should be noted:

(1) Phonetic and Phonemic Indicators:

- (a) In print, phonetic material is usually set off by square brackets. In braille, the Phonetic Indicator must replace the print brackets which enclose any phonetic character, word, or passage.
- (b) In print, phonemic material is usually set off by slant lines. In braille, the Opening Phonemic Indicator and the Closing Phonemic Indicator must replace the print slant lines which enclose any phonemic character.
- (c) When phonetic/phonemic material is not so enclosed in print, any single symbol, word, or phrase which contains phonetic/phonemic notation should be enclosed by the Braille Phonetic/Phonemic Indicator. When such forms are italicized in print, italics should be omitted in braille.
- (d) In long passages, comprised of more than one paragraph of phonetic/phonemic material, the appropriate indicator should be repeated at the beginning of each paragraph, but should follow only the last paragraph.

(2) Punctuation Signs: Follow print copy for the order and spacing of punctuation signs appearing in phonetic/phonemic material. In addition the following braille usages should be observed:

- (a) When in print, punctuation appears within phonetic/phonemic material, the Punctuation Indicator must be placed before a braille punctuation symbol. Exception: The punctuation indicator is not required before a comma, period, question mark, or exclamation point.
- (b) If punctuation signs are printed outside the symbols of

enclosure, the punctuation indicator should be used only when the phonetic indicator is in contact with a colon.

- (3) Spacing: All braille phonetic/phonemic symbols should be spaced in accordance with the print copy.
- (4) All words or part words containing phonetic/phonemic symbols must be in written uncontracted braille and the contractions for to, into and by may not precede them.
- (5) When the print text shows phonetic/phonemic material written in normal spelling with only alphabet letters affected by modifiers, this material should be written first in fully contracted braille with the modifiers omitted. It should then be followed by its uncontracted form showing the modifiers. The entire first writing should be completed before starting the second writing. Any unmodified contracted version which has been added by the transcriber should be enclosed in square brackets. A transcriber's note should explain this usage. Paragraph each total example.
- (6) When transcribing a Table of Pronunciation or preparing a list of pronunciation symbols, see Section 40.b. above. The following should also be observed:
 - (a) A transcriber's note should precede the listing: "In the following list, the paragraphed initial symbols are phonetic." (or phonemic, if appropriate)
 - (b) The appropriate indicators should be listed and identified first. The paragraphed initial phonetic/phonemic symbols listed should be enclosed in indicators.
 - (c) Any symbols used in the explanation of listed items must be enclosed in the appropriate indicators if they are shown in print. When such symbols are not so enclosed, see Section 43.a. (1)(c).
 - (d) The wording of the text should be used in writing the explanations of symbols.
 - (e) In the explanation of any of the symbols in Section 43.b.

and Section 43.c., a statement of their placement in both the print and braille texts must be given.

- (7) In addition to the provision in (6) above, when transcribing explanations of phonetic/phonemic pronunciations in foreign language grammars, vocabularies, dictionaries, etc., all single non-phonetic/phonemic letters (whether Roman or non-Roman) should be preceded by the letter sign, and the braille symbols for foreign-accented and non-Roman letters should be used.

b. Phonetic/Phonemic Alphabets. See Code of Braille Textbook Formats and Techniques, 1977, page 108.

c. Non-alphabetic Symbols. See same as b. above, page 117.

- (1) These braille symbols must be preceded, without a space, by the Phonetic/Phonemic Function Sign (dots 4-6). When print shows two or more non-alphabetic symbols unspaced from each other, only a single function sign should be placed before the first of these symbols.
- (2) The Phonetic/Phonemic Function Terminator (dots 2, 2) must be used to separate these braille symbols from other phonetic/phonemic symbols which follow them without a space in print. However, when such symbols are followed by a space, by another non-alphabetic symbol, or by a closing phonetic/phonemic indicator, their termination is not required.
- (3) When in print, numerals or other non-alphabetic symbols are shown in superscript position, this placement should be ignored in braille. These symbols, preceded by the phonetic/phonemic function sign and followed by the function terminator, where required, should be written unspaced from the phonetic/phonemic symbols they precede or follow.

Section 44. Initial Teaching Alphabet (also known as "Augmented Roman Alphabet"), which is used in beginning reading, cannot be reproduced in braille since the introduction of special symbols would confuse the primary reader.

APPENDIX A

SPELLERS AND PHONICS TEXTS

Section 1. General. In addition to the directives given in this appendix, the provisions of Rules XII and XVII should be followed in the presentation of examples, numbered or letter items, exercises, tests, and columned materials commonly found in spellers and in texts containing phonics.

Section 2. Cursive Handwriting or other handwriting exercises should be omitted in braille. However, if word lists and/or other necessary lesson materials are presented only in this form in print, they should be included in the braille transcription.

Section 3. Special Print Typefaces should ordinarily be ignored. When the print text refers to print typeface variations and/or distinctions between these must be made by the student, follow the directives of Rule IV.

Section 4. Single Letters or Letter Combinations: When print instructions call attention to specific letter or letter combinations and/or relate them to words, all such words and portions of words should be written in uncontracted braille. The contractions for to, into, and by should not be used before such letters, words, or part words.

Section 5. When print instructions call attention to a specific letter or letter combination within words, those words should be written in uncontracted braille. Additionally, when words are printed in special typeface or otherwise distinguished in print, follow these directives:

- a. Crossed-out Letters or Words should be transcribed as directed in Rule X, Section 27.
- b. Inserted Letters or Words should be transcribed according to Rule X, Section 26 and Section 27.
- c. Italics and Other Special Typefaces should be presented as directed in Rule IV.

- d. Omitted Letters shown in print by the use of a specific number of hyphens, dots, etc., should be represented in braille by an equivalent number of hyphens.
- e. Omitted Words: For the presentation of omitted words or blanks to be filled, follow the provisions given in Rule X, Section 26.
- f. Scrambled Words should be written in uncontracted braille. Do not use the contractions for to, into or by before such words. See also Rule IX.
- g. Silent Letters should be transcribed according to the directions given for crossed-out letters in Rule X, Section 27.
- h. Syllabized Words: If periods, spaces, stars, etc., are used in print to separate letters or syllables of a word, the hyphen should be substituted for these print signs.

Section 6. New Words. Regardless of its placement in the print text, in braille a list of all new words should be presented immediately following the heading of a lesson, chapter, etc., in which the list appears. NOTE: If this necessitates the transferral of a list from one print page to another, a transcriber's note should explain the change.

In braille, new words should be presented as columnar material (See Rule XVII). Write each word first in fully contracted Braille, followed after one blank cell by its uncontracted form. When a new word contains no braille contraction, do not repeat it. After the uncontracted form, insert a semicolon.

- a. When new words in the print text appear only in the body of the story or other lesson material, an alphabetical list of all new words thus presented should be prepared as directed in Section 6 above. The list should be headed "New Words" and it should be inserted in the Braille text before beginning the story or other lesson material.
- b. When new words and exercises, stories and other lesson material are emphasized by means of special print typefaces, different colors of type, underlining, etc.:
 - (1) In spellers for the third grade and above, follow the instructions given in Rule IV.

(2) In spellers for the first and second grades:

- (a) The New Word Indicator (dots 1-2-3-4-5-6, 1-2-3-4-5-6) should precede new words in the narrative of the print text. A blank cell should precede and follow this indicator, and its use should be explained in a transcriber's note at the front of each track on which it appears. (See Rule II, Section 8.)
- (b) This indicator should not be used before new words appearing in exercises.
- (c) For new words which are marked with print stars, see Section 7.a. and Section 7.b. below.

Section 7. Starred Words: To represent the print star, the symbol (dots 2-6, 2-6) should precede the word and be separated from it by one blank cell. This symbol should be listed and explained on the special symbols page on each track on which it appears.

- a. If new words are indicated as one-, two-, three- starred words, use the symbol (dots 2-6, 2-6) as directed in Section 7 above, written unspaced before an identifying number.
- b. If similarly starred new words are grouped in print in separate columns, head each column, "One-star," "Two-Star," etc., and omit the symbols.

Section 8. Other Print Indicators: For the presentation of various reference and other indicators used in print texts, see Rule IV, Section 14, and Section 15, and Rule VI.

APPENDIX B

GRAMMARS

Section 1. Diagramming of Sentences: A paper braille transcription of this material should be prepared.

Section 2. Conjugation, declensions; singular and plural forms; comparisons: Such material is generally presented in column form and is found in grammars for all languages. Decisions as to order of presentation will often have to be determined, not only by the requirements of the particular language involved, but also by the format of the print text. It will be necessary, therefore, for the transcriber to exercise judgment in putting this material into braille. The transcriber is referred to Rule XVII, columned material, for suggestions on handling such material.

APPENDIX C

MATERIALS FOR SPEECH INSTRUCTION

Section 1. Pronunciation: For the brailleing of the common written systems of pronunciation, including simple respelling, diacritics, and phonetics, see Rule XIX, Section 40-43.

Section 2. Voice Inflection: It is generally impossible to present voice inflection spatially in a meaningful manner to the braille reader. Therefore, voice inflection should be presented linearly, using the following signs which should always be listed and explained in the list of special symbols at the front of each track in which they are used.

Rising Inflection (dots 6, 2-5)

Falling Inflection (dots 2-5, 3)

- a. Where the print text shows inflection between words the appropriate inflection sign, preceded and followed by a space, should be inserted before the affected word.
- b. Where the print text shows a change of inflection within a word, no space should be left before or after the inflection sign. Such words should be written in uncontracted braille.

APPENDIX D

GLOSSARIES (OR VOCABULARIES); DICTIONARIES

Section 1. General. The following rules should be used as guidelines for brailleing material presented in glossaries, vocabularies, or dictionaries. When such material is part of a foreign language text, see also Appendix E. Be sure to read this section in its entirety before transcribing any of these materials.

- a. Inclusive guide words:

- (1) Print page guide words should ordinarily be omitted. When requested (such as in a print explanation of what a print dictionary looks like), these guide words should be connected by a dash, and should follow one blank cell after the print page number (when it is given; see Section 2. below.)

- (2) Tape page guide words, connected by a dash, should be the first thing shown after the print page number (when it is shown). These guide words consist of the first and last main entry words initiated on that tape page. When a tape page contains only sub-entry words, the main entry word from which they are derived, followed by "(cont.)" should be used as the guide word.
- b. Abbreviations for parts of speech, etc., should not be italicized in braille. Periods should be inserted following all such abbreviations, even if they are not present in the print text. See also Section 3.b. (1) below.
- c. Tables of pronunciation should follow the print text, using the appropriate braille symbols provided in Rule XIX and the format provided in Rule II, Section 7. For the proper placement of such tables in the braille text, see Section 2.c. and Section 3.c. below. In preparing tables of pronunciation, observe the following:
- (1) Any boxing or other lines shown in the print text should be omitted.
 - (2) When letters in the list or within example words are printed in italics, boldface, etc., to represent parallel sounds, do not show the print typeface in braille. Emphasized letters in example words should be presented in braille as shown in Code of Braille Textbook Formats and Techniques 1977, page 152.
 - (3) All words used as examples should first be written in uncontracted braille showing any diacritical marks, and followed by their contracted form enclosed in parentheses with diacritical marks omitted.
- d. If Alphabetical Divisions are set off in the print text by initial letters, these letters should be paragraphed in braille. Print capitalization should be retained and the letter sign must be used.
- e. Illustrations and Captions. See Rule III.
- f. Main entry words must be paragraphed in braille, and be written in contracted braille without showing syllable divisions or stress marks even though these are shown in the print text. Print typeface should be ignored except where italics are required for distinction, such as book title, anglicized words, etc. If the print entry word shows syllabication and/or stress, or if it contains braille contractions, it should be rewritten in full spelling, showing any syllable divisions and stress marks.

- (1) Syllable Division and Syllable Stress should be shown in accordance with the provisions of Rule XIX.
 - (2) Specially Marked Entry Words in print should be similarly marked in braille. See j. below.
 - (3) Foreign Entry Words or Phrases. Anglicized words or phrases which are indicated as foreign by special markings in the print text should be similarly marked in braille. For the definition of anglicized words, see ENGLISH BRAILLE, AMERICAN EDITION, Section 24.a.
 - (a) If such words are printed in distinctive type they should be italicized in braille.
 - (b) To represent the print sign double dagger or parallel bars this braille symbol (in)(en) should follow the paragraph symbol and precede the entry word. There should be one blank cell on either side of this symbol.
- g. Pronunciation shown in the print text should be reproduced if there is a braille code available to represent the particular system used. For tables of symbols and/or rules of braille usage, see Rule XIX.
- h. Subentry Words.
- (1) Do not paragraph subentries (however, read dictionary directions below.)
 - (2) Each subentry must follow some punctuation associated with the preceding material. If there is no such punctuation in print, insert a period.
 - (3) If various meanings are numbered in print, and the print numbers carry no final punctuation, insert a period in braille.
- i. Numerals.
- (1) Small superior numbers preceding entry words should be preceded by dot 4 and inserted after the entry word. A period should not be inserted following the number but a space should be left before and after the number.
 - (2) Small superior numbers following entry words should be preceded by dots 4-5. A period should not be inserted following the number but a space should be left before and after the number.
 - (3) Boldface numbers (or letters) should be brailled without italics. Periods should be inserted immediately following them, whether or not the periods appear in print.

(4) Lightface (regular) numbers and letters in parentheses should be brailled as shown in the print text, as modified by h.(3) above.

j. Special Symbols. See Code of Braille Textbook Formats and Techniques, 1977 pages 156-158.

Section 2. Glossaries or Vocabularies: In addition to the general provisions given in Section 1 above, the following should also be noted:

- a. Print page numbers: In a glossary or small dictionary appearing at the back of a textbook, the print page numbers should be indicated in the braille transcription.
- b. When the print text includes numerous subentry words, synonyms, etc., follow the provisions given in Section 3.b. below.
- c. A Table of Pronunciation should appear before the glossary or at the beginning of each track on which symbols of pronunciation are used.
 - (1) If a table of pronunciation is given before a glossary and summary tables are also shown at the top or bottom of print pages, the summary tables should be omitted in braille.
 - (2) If only a summary table is given at the top or bottom of print pages, insert this information in table form before beginning the glossary proper.
 - (3) If no table of pronunciation is included in the print text, a list of only those symbols of pronunciation used in the glossary should be inserted before presenting the glossary.

Section 3. Dictionaries, Thesauruses and the like. In the embossing of dictionaries, all of the general rules set forth in Section 1 above should be followed. Additionally, the following should be observed:

- a. Print page numbers should be omitted in all full-length dictionaries.
- b. Subentry words: Unlike glossaries, dictionaries usually include variant, inflected, and derived forms; etymologies (derivations); synonyms and antonyms; etc., as subentries in the paragraph following main entry words.
 - (1) Special print typefaces are frequently used to identify each category within the entry, e.g., boldface for all main entry words, small boldface for all inflected forms, boldface italics for all

the first of these is the fact that the
the second is the fact that the

the third is the fact that the

the fourth is the fact that the

the fifth is the fact that the

the sixth is the fact that the

the seventh is the fact that the

the eighth is the fact that the

the ninth is the fact that the

the tenth is the fact that the

the eleventh is the fact that the

the twelfth is the fact that the

the thirteenth is the fact that the

the fourteenth is the fact that the

the fifteenth is the fact that the

the sixteenth is the fact that the

the seventeenth is the fact that the

part-of-speech labels, etc. In braille, the print typefaces used for this purpose should be ignored.

(a) Print italics or other typefaces should be retained for those words or phrases which are set off for emphasis or distinction. These words may appear in explanations of grammatical usage or within the definition.

(b) Capitalization should be in accordance with the print text. Words printed in small capitals within the definition or in lists of synonyms, etc., should be preceded by the double capital sign.

(2) Subentry words should be paragraphed. Print dashes before such words should be omitted.

c. Tables of Pronunciation.

(1) A table of pronunciation for the system used in the print text (see Rule XIX) should be included in the preliminary pages of each track of a dictionary. Do not include summary tables of pronunciation often found at the top or bottom of individual print pages.

(2) Most dictionaries include an extensive section on pronunciation at the beginning of the book. This material should be presented on a separate cassette or cassettes, preferably before the main body of the dictionary itself. See also Rule XIX, Section 40.b.

d. Abbreviations: The list of abbreviations used in a dictionary, usually placed before the main body of the dictionary, should be included in the special preliminary cassette as provided in Section 3.c.(2) above. Italics or other special print typeface used for these abbreviations should be ignored. Periods should be inserted following all such abbreviations, whether or not they are present in print.

e. Inclusive Guide Words. Inclusive guide words must be inserted at the beginning of each tape page. (See Section 1.a.(2) above.)

(1) Guide words are to be connected by a dash.

- (2) In consideration of the present 20-cell display, if the inclusive guide words and their associated dash exceeds 20 cells, observe the following to avoid arbitrary word division:
- (a) Transcribe the first word, followed immediately by a dash. Then braille a space.
 - (b) Precede the second word with a dash.
- f. Inclusive sequences of words contained in a particular cassette should be included on the outside contained in both print and braille. These inclusive words should be connected with a dash. Inclusive sequences of words contained on each track should be placed on the title page for that track, and should be connected by a dash.
- g. Regardless of space wasted, try to have each tape page start with a paragraph.

APPENDIX F

EXAMPLES OF APPLICATIONS

Prologue

CHORUS (*spoken by a single actor*). Two households, both alike in dignity,

In fair Verona, where we lay our scene,

From ancient grudge break to new mutiny,¹

Where civil blood makes civil hands unclean.²

5 From forth the fatal loins of these two foes

A pair of star-crossed³ lovers take their life,

Whose misadventured piteous overthrows

Do with their death bury their parents' strife.

The fearful passage⁴ of their death-marked love,

10 And the continuance of their parents' rage,

Which, but⁵ their children's end, naught could remove,

Is now the two hours' traffic of our stage,

The which if you with patient ears attend,

What here shall miss, our toil shall strive to mend.

(Exit.)

1. *mutiny*, rioting.

2. *Where civil blood . . . unclean*, where citizens' hands are soiled with one another's blood.

3. *star-crossed*, ill-fated. In Shakespeare's day it was commonly believed that the stars controlled people's lives.

4. *fearful passage*, progress that is full of fear.

5. *but*, except for.

Act One

Scene 1: A public square in Verona.

Enter SAMPSON and GREGORY, servants of the house of CAPULET, armed with swords and bucklers.¹

SAMPSON. Gregory, on my word, we'll not carry coals.² I mean an' we be in choler,³ we'll draw.

GREGORY. Ay, while you live, draw your neck out o' the collar.⁴

SAMPSON (*with mock belligerence*). I strike quickly, being moved.

5 GREGORY. But thou art not quickly moved to strike.

SAMPSON. A dog of the house of Montague moves me.

GREGORY. To move is to stir; and to be valiant is to stand; therefore, if thou art moved, thou runn'st away.

SAMPSON. A dog of that house shall move me to stand; I will take the

10 wall of⁶ any man of Montague's.

GREGORY. The quarrel is between our masters and us their men.

SAMPSON. 'Tis all one. I will show myself a tyrant.

GREGORY (*warningly*). Draw thy sword! Here comes two of the house of the Montagues.

15 SAMPSON. My naked weapon is out; quarrel, I will back thee.

GREGORY. How! Turn thy back and run?

SAMPSON. Fear me not.⁷

1. *bucklers*, small shields.

2. *carry coals*, endure insults.

3. *an*, if.

4. *In choler*, angry.

5. *collar*, a halter used by the hangman.

6. *take the wall of*, figurative for "get the better of."

7. *Fear me not*. Don't mistrust me.

The Constitution of the United States

The parts of the text crossed out in blue have been changed by the passing of time or by later amendment. Explanations and comments are also in blue.

Preamble

The Preamble lists the reasons for writing the Constitution.

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United States of America.

ARTICLE 1. Legislative Department

Section 1. Congress

The power to make laws is given to a Congress of two houses.

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives.

Section 2. House of Representatives

Members of the House of Representatives are chosen every two years. They are elected directly by the voters who are qualified to vote for members of the state legislature.

Members of the House of Representatives must be at least 25 years old, and residents of the states that they represent.

The number of Representatives for each state is based on its population. Direct taxes also must be assessed according to population. [See Amendment 14.]

A federal, or national, census must be taken every ten years.

Vacancies in the House of Representatives are filled by special elections.

The House of Representatives has the power of impeachment.

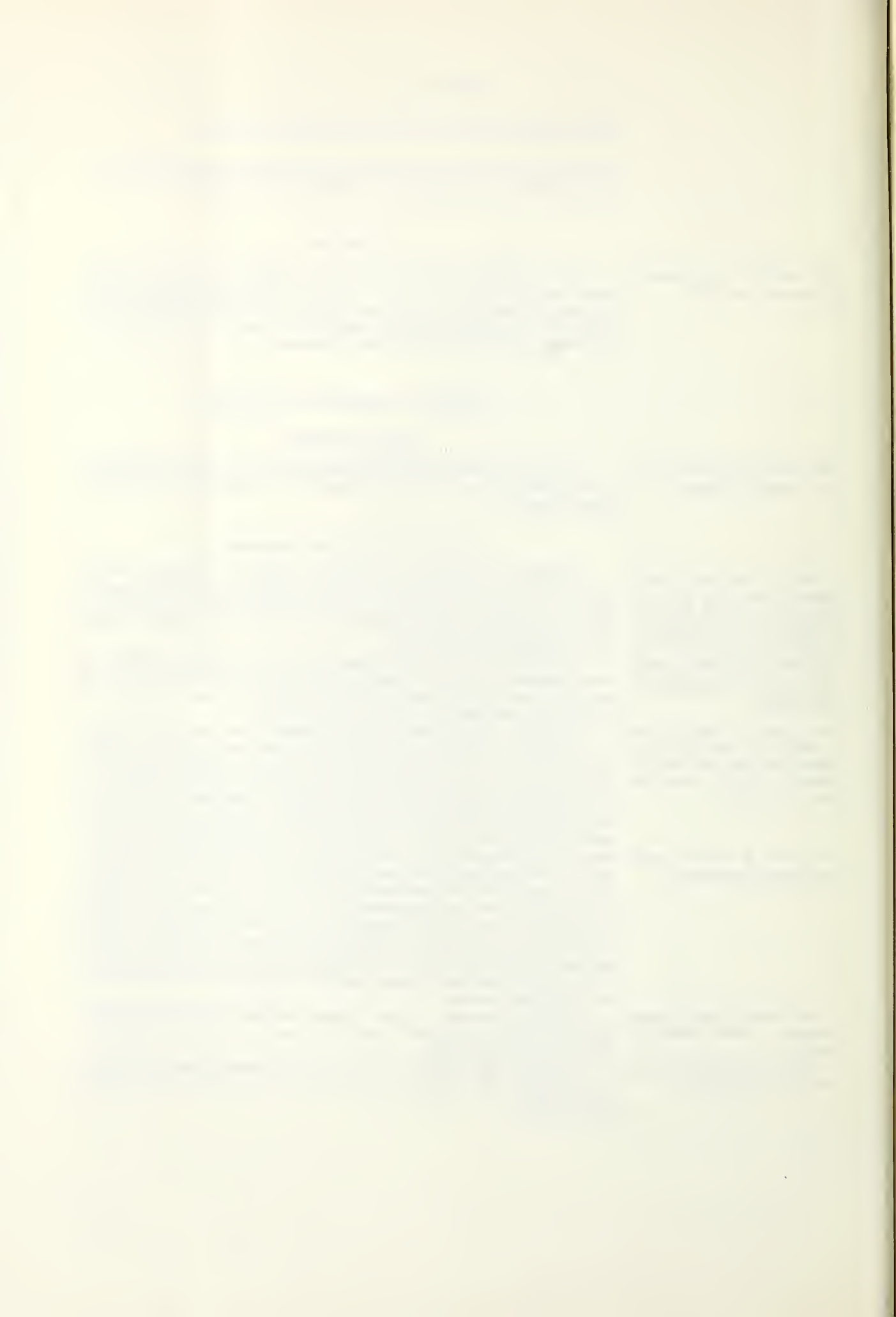
1. Election of Members and Term of Office. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

2. Qualifications. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

3. Division of Representatives and Direct Taxes among the States. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed 1 for every 30,000, but each State shall have at least one representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

4. Filling Vacancies. When vacancies happen in the representation from any State, the Executive authority thereof shall issue writs of election to fill such vacancies.

5. Officers; Impeachment. The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.



Poems by Robinson

Although Edwin Arlington Robinson was born in 1869 and began writing poems at a very early age, he was largely unknown until the end of the First World War. It may be partly because he shared the pessimistic spirit of many writers of the 1920's and 1930's that he became known about that time as America's greatest living poet. As you read the following poems, ask yourself about the parallels and contrasts between his subjects and Eliot's "hollow men."

Miniver Cheevy

Miniver Cheevy, child of scorn,
Grew lean while he assailed the seasons;
He wept that he was ever born,
And he had reasons.

Miniver loved the days of old
When swords were bright and steeds were prancing;
The vision of a warrior bold
Would set him dancing.

Miniver sighed for what was not,
And dreamed, and rested from his labors;
He dreamed of Thebes¹ and Camelot,²
And Priam's neighbors.³

1. Thebes\thēbz\ the poet may have had in mind either of two ancient cities named Thebes. The more ancient (2000 B.C.) was in Egypt, its site marked by the magnificent ruins of Karnak and Luxor. The other ancient city of Thebes was in Greece and is frequently mentioned in Greek legends. It was destroyed, 336 B.C., by Alexander the Great.

2. Camelot\ˈcā-mə-lōt\ was the beautiful rose-red city built for King Arthur by the magician Merlin.

3. Priam's neighbors, the kings of those neighboring cities in Asia Minor who helped Priam, king of Troy, resist the invading Greeks in the Trojan War, of which Homer tells in the *Iliad*.

Miniver mourned the ripe renown
That made so many a name so fragrant;
He mourned Romance, now on the town, 15
And Art, a vagrant.

Miniver loved the Medici,⁴
Albeit he had never seen one;
He would have sinned incessantly
Could he have been one. 20

Miniver cursed the commonplace
And eyed a khaki suit with loathing;
He missed the mediaeval grace
Of iron clothing.

Miniver scorned the gold he sought, 25
But sore annoyed was he without it;
Miniver thought, and thought, and thought,
And thought about it.

Miniver Cheevy, born too late,
Scratched his head and kept on thinking; 30
Miniver coughed, and called it fate,
And kept on drinking.

EDWIN ARLINGTON ROBINSON

4. Medici\ˈmē-dō-ohē\ a family of bankers and statesmen under whose tolerant rule Florence, Italy, became one of the most beautiful cities in the world. In power from the fifteenth to the eighteenth centuries, they were patrons and protectors of the scholars and artists who made Florence the very center of the Italian Renaissance.

Can You Show What You Know?

Behavioral Objectives

Page numbers show you where to look back in the chapter for information if you need it.

1. Give four safety guides for swimmers. (108)
2. Give four safety guides for boaters. (110)
3. Tell what you should do to help someone who is drowning near shore. (111)
4. Tell what to do if you are in a boat that capsizes. (111)
5. Describe the four steps to take in giving mouth-to-mouth rescue breathing. (112)
6. Tell at least four things you should do to prevent falls in the home. (116)
7. Name three kinds of products that should be kept out of the reach of children. (117)
8. Name three safety guides to follow in using hand tools. (117)
9. Describe the first-aid procedures to follow in case of a bee or wasp sting. (118)
10. Tell what should be done in case of a scorpion or poisonous spider bite. (118)
11. Describe first-aid steps to follow in case of snake bite. (119)
12. Tell what to do for a person who has had a head injury and is unconscious. (120)



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Table 9-3.
Properties of Some Minerals

Mineral	Luster	Color	Hardness	Density (g/cm ³)
Talc	Pearly to dull or greasy	Bright green to white, gray	1	2.8
Gypsum	Pearly, silky, dull, glassy	White, gray, brown	2	2.3
Calcite	Dull or pearly	White	3	2.7
Fluorite	Glassy	White, green, violet, blue, brown, yellow	4	3.1
Orthoclase	Glassy to pearly	White to gray, red, green	6	2.5
Quartz	Waxy to dull	Gray, brown, black, and so on	7	2.6
Topaz	Glassy	Yellow, white, blue, red, green	8	3.5
Corundum	Glassy to diamondlike	Gray, brown, red, yellow, blue, black, pink	9	4.0
Galena	Metallic	Dark lead gray	2.5	7.5

activity IDENTIFYING ROCKS

Collect a dozen different small rocks. Use an egg carton as a container for the rocks (Figure 9-15). Study all of the rocks carefully and classify them. How many are light in color? How many are dark? Are some smooth and others rough? Examine the texture, or grain, of each rock. Some are coarse-grained and some are fine-grained. How many of the rocks can you identify? Compare them with the pictures on Pages 180–183. If a collection of labeled rock samples is available, it will be very helpful in identifying your rock samples.



FIGURE 9-15.

HV1669
G941

c.1
GUIDELINES FOR ELECTRONIC
BRAILLE TRANSCRIPTION.
(1983)

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<i>Reference Copy</i>		

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